STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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GOVERNOR

MICHIGAN Department of
Education

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

April 28, 2008

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of the Proposed Professional Standards for Michigan Teachers and Related Proficiencies

Entry-Level Standards for Michigan Teachers (ELSMT) were developed under the guidance of the Professional Standards Commission for Teachers (PSCT) and adopted by the State Board of Education (SBE) in August 1993. Various adjustments to the standards have occurred:

- In 1998 the standards were amended to include a seventh standard concerning technology standards for all teachers.
- In 2002 the entry-level standards and related indicators of achievement were updated to align with SBE taskforce reports and national standards.

During 2004-2005 all of the standards and criteria for assessment of pedagogy were reviewed and a number of changes were proposed in wording for clarity and updating (Attachment A). To reflect a coherent, seamless preparation of a high quality teacher and to promote substantive, classroom-based professional development during induction, the PSCT members suggested a change in the name of the standards from *Entry-Level Standards for Michigan Teachers* to *Professional Standards for Michigan Teachers (PSMT)*.

The Criteria for Assessment of Pedagogy for Initial Certification, the ELSMT companion document, was developed by the PSCT and has also gone through several updates:

- In 1998 the criteria were approved by the SBE.
- In 2002 revisions were approved by the SBE to reflect the changes in the ELSMT.

The revisions in this proposal are the result of the collaborative work of the staff from the Office of Professional Preparation Services and the Office of Special Education and Early Intervention Services working with the Interstate New Teacher Assessment and Standards Consortium to assure that Michigan teachers are prepared to teach all students, including those with special needs in an inclusive classroom.

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This review of the ELSMT provided the PSCT and Michigan Department of Education staff with the opportunity to examine all the ways ELSMT have been used to assure strong preparation for inclusion and promote quality in teacher preparation.

The *Profile of Teacher Knowledge and Skills* (PTKS) document (Attachment B) has been developed to replace the Criteria for Assessment of Pedagogy for Initial Certification. It provides a coherent continuum of a teacher's professional growth from initial certification through the induction years. These proposed revisions require the PTKS be used by teachers for reflection. They serve as an optional tool for administrators to observe a teacher's professional growth and help build a high quality and effective teaching force for Michigan. The proposed new PTKS utilize the PSMT and identify the category of proficiency for the first year of teaching. When implemented, the PTKS will serve as a living and working document that allows for future adjustments of the category of achievement to align with future national and state policy and standards.

The proposed changes reflected in the PSMT and PTKS were sent out for field review. Feedback was requested from relevant professional associations, all teacher preparation institutions, and a random sample of local and intermediate school districts (Attachment C). The field responses were compiled and reviewed by PSCT members who then made adjustments to the PSMT along with the PTKS. Attachment D is a glossary of terms.

Based on the guidance provided by the SBE at the April 8, 2008 meeting, the proposed PSMT were revised and changes were made to Standard 4 to read "Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:", which is expounded upon in the subcategories, and references to writing skills were added to Standard 3b. In addition to adding these to the basic standards, they were also added to the outcomes in Attachment B for these standards and we have replaced "Universal Design for Learning Policy (UDL)" with "Universal Education Vision and Principles". The bold, italics sections have been added because of suggestions received from parent organizations responses, and we have added a glossary at the end of the document.

It is recommended that the State Board of Education approve the Professional Standards for Michigan Teachers as attached to the Superintendent's memorandum dated April 28, 2008.

Professional Standards for Michigan Teachers

Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development as reflected in the standards listed below. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society.

A certified teacher within the State of Michigan must initially possess and be able to demonstrate continued growth in:

1. **SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION**
   An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

   a. Synthesize, analyze, reflect upon, and write with clarity and structure about ideas, information, and data from a general and liberal education, and the relationships between the various disciplines;

   b. Understand and appreciate free inquiry in English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts;

   c. Understand global and international perspectives of the disciplines;

   d. Understand the tenets of a free, democratic, and pluralistic society;

   e. Understand and respect varying points of view and the influence of one's own and others' ethics and values;

   f. Understand and respect the role, rights, and value of the individual in a free democratic society;

   g. Understand technology and its use for gathering, processing, evaluating, analyzing, and communicating ideas and information;

   h. Understand the similarities and differences within our culture that support the importance of common good and responsible citizenship within our American society;

   i. Understand the constitutions and histories of the United States and Michigan;

   j. Understand and respect individual differences, including the differences identified within the State Board of Education (SBE) Universal Education Vision and Principles; and

k. Demonstrate the abilities and skills necessary for effective communication in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

2. **INSTRUCTIONAL DESIGN AND ASSESSMENT**
    Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

    a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities;

    b. Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;

    c. Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;

    d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly;

    e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;

    f. Design and implement instruction based on Michigan Curriculum Framework (MCF), using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;

    g. Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students;

    h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives;

    i. Promote literacy in a variety of contexts (e.g., numeric, graphics, textual, multi-media, artistic, and digital); and

    j. Design, adopt, implement, and advocate for accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

3. **CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES**
   Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

   a. Design and implement instruction aligned with the MCF, Universal Education Vision and Principles, and the Michigan Educational Technology Standards;

   b. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition;

   c. Help each student to learn how to safely and responsibly access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology);

   d. Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum;

   e. Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society;

   f. Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student; and

   g. Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.

4. **EFFECTIVE LEARNING ENVIRONMENTS**
   Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

   a. Engage students in meaningful learning experiences while maximizing the use of instructional time;

   b. Structure the classroom environment to promote positive peer interactions and positive self-esteem, to ensure that each student is a valued participant in an inclusive learning community;

   c. Construct a learning environment and grading process where both teacher and students have high expectations and mutually understand what is expected of each other to foster optimal achievement of all students;

d. Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe and orderly learning environment, (e.g., instructional procedures utilizing the concepts presented in the State Board of Education's Positive Behavior Support Policy 2006), which is conducive to learning and takes into account diverse needs of individual students;

e. Understand and uphold the legal and ethical responsibilities of teaching (e.g., federal and state laws and SBE policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease);

f. Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning;

g. Establish a learning environment which invites/welcomes collaborative teaching practices; and

h. Differentiate between assessment and evaluation procedures and use appropriately.

5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT
Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

a. Uphold the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation;

b. Identify and use current research to reflect on and improve one's own practice related to content, technology, pedagogy, and other factors that impact student achievement;

c. Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth;

d. Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;

e. Embrace and model teaching as a lifelong learning process and continue efforts to develop professionally;

f. Involve and work effectively with parents/guardians and implement school-wide parent involvement plans to maximize opportunities for student achievement and success;

g. Interact with parents/guardians using best practices for personal and technology-based communication, to maximize student learning at school, home, and in the local community; and

h. Participate in the development of individualized plans for students with disabilities (Individual Education Plan (IEP)).

6. **RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY**
Participation in professional, local, state, national, and global learning communities, including the ability to:

a. Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society;

b. Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives;

c. Demonstrate an understanding of and participate in related organizations and activities in the communities in which the teacher works;

d. Use community and home resources to enhance school programs and instruction;

e. Design learning activities for students that involve volunteer groups, civic and social organizations, and relevant public service agencies; and

f. Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation, to improve educational systems at all levels.

7. **TECHNOLOGY OPERATIONS AND CONCEPTS**
Use of technological tools, operations, and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

a. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice;

b. Successfully complete and reflect upon collaborative online learning experiences;

c. Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment;

d. Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan's Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;

e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;

f. Apply technology to facilitate a variety of effective assessment and evaluation strategies; and

g. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.

Professional Standards for Michigan Teachers
Profile of Teacher Knowledge and Skills

Please note that shaded boxes identify the program's target outcomes for teachers during the first year of employment.

Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development as reflected in the standards listed below. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society. The following table describes each developmental category and provides examples of the skills that teachers should be able to demonstrate at different phases of their practice. The rubric is based on a model that the state of California uses to provide support to beginning teachers.

Developmental Category	Professional Activity
Developing	**Builds and increases foundational knowledge and skills in working with all students, with wide ranges of abilities.**
Emerging	Implements knowledge and skills with supervising teacher/mentor support. Typically demonstrated during field experiences including student teaching or internships.
Applying	Independently applies knowledge and skills with mentor support. Typically develops over the Induction period (may be evident during candidate status).
Integrating	Consistently focuses on effective design, implementation, assessment, and data use for the achievement of all learners (may be evident during candidate status). Demonstrates continued professional development through action research, district/school leadership, and course work related to district/building/learner needs.
Innovating	Creatively focuses on implementing the research-based design, implementation, and assessment practices which promote learning achievement. **Additional years to retirement – Continuing professional development and leadership, including mentoring new teachers.**

1. SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION

An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
a. Synthesize, analyze, reflect upon, and write with clarity and structure about ideas, information, and data from a general and liberal education, and the relationships between the various disciplines;	With support, identifies ideas, information, and data in general and liberal arts across various disciplines.	Sporadically analyzes and reflects upon ideas, information, and data in general and liberal arts across various disciplines.	Independently analyzes, reflects, and occasionally synthesizes accurate knowledge across the disciplines and liberal arts.	Consistently synthesizes, analyzes, and reflects accurate understanding of knowledge from general and liberal arts across various disciplines.	Creatively synthesizes, analyzes, and reflects accurate understanding of knowledge from general and liberal arts across various disciplines.
b. Understand and appreciate free inquiry in English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts;	With university support, engages in free inquiry across multiple content areas.	Sporadically engages in free inquiry and exchange of ideas across multiple content areas.	Initiates engagement into free inquiry and exchange of ideas across multiple content areas.	Consistently recognizes the structures of rational argument in free inquiry and consistently recognizes propaganda.	Creatively uses free inquiry to invite divergent perspectives across multiple content areas.
c. Understand global and international perspectives of the disciplines;	With support, identifies the national perspective of a discipline.	Sporadically identifies the national and international perspective of a discipline.	Independently uses national and international perspectives in the discussion of a discipline.	Consistently uses national and international perspectives in the discussion of multiple disciplines.	Creatively uses national and international perspectives in the discussion of disciplines.
d. Understand the tenets of a free, democratic, and pluralistic society;	With support, identifies the tenets of a free, democratic, and pluralistic society.	Recognizes the tenets of a free, democratic, and pluralistic society in action.	Demonstrates the use of the tenets of a free, democratic, and pluralistic society in making decisions.	Consistently implements and critiques the tenets of a free, democratic, and pluralistic society in action and policy.	Creatively constructs an environment to maximize positive practices within a free, democratic, and pluralistic society.

1. SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION

An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
e. Understand and respect varying points of view and the influence of one's own and others' ethics and values;	Recognizes that personal view point is influenced by personal ethics and values.	Acknowledges different points of view and the influence of ethics and values.	Considers the possible influence of ethics and values on differing points of view.	Anticipates the possible influence of ethics and values on points of view and critiques different points of view.	Provides an open environment to examine different points of view and the influence of personal ethics and values.
f. Understand and respect the role, rights, and value of the individual in a free democratic society;	With support can discuss the role, rights, and importance of the individual in a free democratic society.	Acknowledges different individual roles, rights, and importance in a free democratic society.	Independently discusses and analyzes the role, rights, and importance of the individual in a free democratic society.	Exhibits personal behavior that sustains the role, rights, and importance of the individual in a free democratic society.	Provides an open learning environment, critiques the role, rights, and importance of the individual in a free democratic society.
g. Understand technology and its use for gathering, processing, evaluating, analyzing, and communicating ideas and information;	Knows of technology that is useful for gathering and communicating ideas and information.	Sporadically uses technology to gather, process, and communicate ideas and information.	Regularly uses technology to gather, process, analyze, and communicate ideas and information.	Consistently searches for new technology to gather, process, evaluate, analyze, and communicate ideas and information.	Creatively uses existing and new technologies to gather, process, evaluate, analyze, and communicate ideas and information.
h. Understand the similarities and differences within our culture that support the importance of common good and responsible citizenship within our American society;	With instructional support identifies cultural similarities and differences that support the common good of American citizens.	Occasionally uses knowledge of cultural similarities and differences to support the common good of American citizens.	Exhibits behavior which is responsive to diversity, supports the common good, and demonstrates responsible citizenship.	Seeks ways to celebrate cultural diversity, support the common good of communities, and promote responsible citizenship.	Creates occasions to highlight cultural similarities and differences which promote the community and citizenship.

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1. SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION

An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
i. Understand the constitutions and histories of the United States (U.S.) and Michigan;	With support, identifies the major themes and events of the constitutions and histories of the U.S. and Michigan.	Recognizes the relationship among the major themes and events of the constitutions and histories of the U.S. and Michigan.	Indicates an explanation of major themes and events of the constitutions and histories of the U.S. and Michigan.	Apply the major themes and events of the constitutions and histories of the U.S. and Michigan to current social issues.	Stimulate creative thought around the major themes and events of the constitutions and histories of the U.S. and Michigan as applied to the local community.
j. Understand and respect individual differences, including the differences identified within the State Board of Education (SBE) Universal Education Vision and Principles; and	With support, acknowledges individual differences.	Sporadically recognizes and responds to perspectives related to individual differences.	Independently anticipates and responds to cues related to individual differences.	Consistently anticipates and responds to a broad range of cues related to individual differences. Seeks new resources for differentiating instruction.	Intentionally creates an environment that anticipates and responds to a broad range of perspectives and provides collegial leadership
k. Demonstrate the abilities and skills necessary for effective communication in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).	With support, is generally able to communicate in speech and writing, and attempts to communicate through multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).	Sporadically communicates effectively in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).	Regularly uses effective engaging communication skills in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).	Consistently seeks opportunity to communicate effectively in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).	Creatively communicates effectively in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

2. INSTRUCTIONAL DESIGN AND ASSESSMENT

Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities;	Needs instructional support to plan and provide developmentally appropriate instruction.	Independently plans and provides developmentally appropriate instruction for most students.	Regularly plans and provides effective developmentally appropriate instruction for each student.	Consistently plans and provides developmentally appropriate instruction with connections across content areas.	Creatively plans and provides developmentally appropriate instruction with connections across content areas.
b. Assess* learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;	Needs significant instructional support regarding assessment and student learning.	Assesses student learning and modifies instruction with peer as supervising teacher/mentor.	Independently assesses student learning and modifies instruction for most students.	Continually assesses student learning for all students with connections across some content areas.	Continually assesses student learning for all students with connections across content areas, making modifications to accommodate learner diversity.

(*A full range of assessment types (formal, informal, formative, and summative) are referenced when the term "assess" is used.)

2. INSTRUCTIONAL DESIGN AND ASSESSMENT

Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
c. Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;	Needs significant instructional support in using a range of assessment data to make instructional decisions.	Uses a range of assessment data to make instructional decisions with supervising teacher/mentor support.	Independently uses a variety of assessment data to make instructional decisions.	Continually uses a variety of assessment data to make instructional decisions in most content areas.	Creatively uses assessment data to make instructional decisions with connections across content areas.
d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly;	Needs significant instructional support to reflect on personal belief systems and values.	Reflects on personal belief systems and values with peer supervising teacher/mentor support.	Independently reflects on personal belief systems and values, and how they are influencing the instructional process.	Continually reflects on personal belief systems and values, and effectively adjusts instruction and interactions accordingly.	Consistently reflects on personal belief systems and values, maintaining a high level of sensitivity to others' belief systems and instructional outcomes.
e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;	Needs significant instructional support to differentiate instruction.	Differentiates instruction and evaluates learning environment with supervising teacher/mentor support.	Independently differentiates instruction and adjusts learning environment.	Consistently differentiates instruction that facilitates each student's learning and access to an equitable education.	Creatively differentiates instruction that facilitates each student's learning and access to an equitable education across content areas.

2. INSTRUCTIONAL DESIGN AND ASSESSMENT

Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
f. Design and implement instruction based on Michigan Curriculum Framework (MCF), using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;	Needs significant support to design and implement instruction based on the MCF.	Independently designs and implements instruction based on the MCF with peer and supervising teacher/mentor support.	Consistently designs and implements instruction based on the MCF for the majority of students based on assessment data.	Consistently designs and implements instruction based on the MCF for each student, using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modifies instruction based on assessment data.	Creatively designs and implements instruction based on the MCF for each student, using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, identifies usefulness of current assessment data, and suggests additional data and tools.
g. Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students;	Needs significant support to understand, design, and implement assessments.	Understands, designs, and implements assessments using multiple approaches with peer and supervising teacher/mentor support.	Understands, designs, and effectively implements assessments using multiple approaches for the majority of students.	Understands and consistently implements effective assessments using multiple approaches to accommodate diverse backgrounds, abilities, and needs of all students.	Understands and creatively designs and implements effective assessments using multiple approaches to accommodate diverse backgrounds, abilities, and needs of all students.
h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives;	Needs significant support to manage time and resources to attain goals and objectives.	Manages time and resources to attain goals and objectives with peer and supervising teacher/mentor support.	Manages time and resources effectively to attain goals and objectives for the class.	Manages time and resources effectively to attain goals and objectives for individual students within the class.	Exercises informed judgment in planning and managing time and resources effectively to attain goals and objectives for individual classes and buildings.

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i. Promote literacy in a variety of contexts (e.g., numeric, graphics, textual, multi-media, artistic, and digital); and	Identifies the importance of literacy in a variety of contexts.	Promotes literacy in a variety of contexts with peer and supervising teacher/mentor support.	Promotes literacy in a variety of contexts for the majority of students.	Consistently promotes literacy in a variety of contexts for all students with connections across content areas.	Creatively promotes literacy in a variety of contexts for all students with connections across content areas.
j. Design, adopt, implement, and ***advocate for*** accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.	Needs significant support to design accommodations to facilitate student learning.	Adopts and implements accommodations with peer and supervising teacher/mentor support.	Designs, adopts, implements, and advocates for accommodations for the majority of students.	Consistently designs, adopts, and implements accommodations for each student, according to each student's needs.	Leads other teachers to creatively design, adopt, and implement accommodations for each student, according to each student's needs.

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
a. Design and implement instruction aligned with the MCF, Universal Education Vision and Principles, and the Michigan Educational Technology Standards;	Needs significant support to design and implement instruction based on the MCF, Universal Education Vision and Principles, and the Educational Technology Standards.	Independently designs and implements instruction based on the MCF, Universal Education Vision and Principles, and the Educational Technology Standards and seeks feedback.	Consistently designs and implements instruction based on the MCF, Universal Education Vision and Principles, and the Educational Technology Standards for the majority of students.	Consistently designs and implements instruction based on the MCF, Universal Education Vision and Principles, and the Educational Technology Standards for each student, using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of all students. Seeks opportunities to collaborate with other teachers on how standards are operationalized in teaching teams or departmental curricula.	Provides leadership in how to creatively design and implement instruction based on the MCF, Universal Education Vision and Principles, and the Educational Technology Standards for each student, using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modifies instruction based on assessment data.

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
b. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition;	Assembles a collection of grade-level appropriate and content-focused approaches to create a learning environment that promotes critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provides connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition.	Demonstrates approaches to create learning environments that promote critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provides connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition.	Independently creates and sustains learning environments that promote critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provides connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition for the majority of students.	Consistently creates and sustains learning environments that promote critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provides connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition for students with diverse backgrounds, abilities, and learning needs.	Provides leadership in creating policy structures that assure consistent and sustained learning environments that promote critical and higher order thinking skills, fosters the acquisition of deep knowledge, and provides connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition for students with diverse backgrounds, abilities, and learning needs.

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
c. Help each student to learn how to safely and responsibly access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology);	Assembles an extensive resource file of print materials, information technology, assistive technology, and any other resource that will help future students become discerning and independent learners and problem solvers.	Plans and implements some lessons that provide opportunities for each student to access and use resources to become a discerning independent learner and problem solver with supervising teacher/mentor support (e.g., print materials, information technology, assistive technology).	Consistently plans and implements units/lessons that provide opportunities for each student to access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology).	Collaborates with colleagues to provide and update opportunities across the curriculum for each student to access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology).	Provides leadership in school/district to consider new evolving resources that provide opportunities for each student to access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, assistive technology).
d. Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum;	Examines and collects instructional designs for their potential effectiveness in engaging students in actively integrating and transferring knowledge across the curriculum.	With peer and supervising teacher/mentor support, designs instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum.	Consistently designs instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum.	Collaborates with colleagues across grade levels or departments to design instruction so that students are intentionally engaged in actively integrating and transferring knowledge across the curriculum.	Provides leadership in school/district to construct resources for instructional designs across grade levels or departments so that students are engaged in actively integrating and transferring knowledge across the curriculum.

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
e. Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society;	Examines and collects activities that demonstrate the purpose and function of a major subject matter to make connections to the world beyond the classroom and enhance a relationship and relevance to a global society.	With peer and supervising teacher/mentor support, engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance a relationship and relevance to a global society.	Consistently plans and implements activities that engage students with the purpose and function of subject matter to make connections to the world beyond the classroom and enhance a relationship and relevance to a global society.	Integrates into instruction a variety of activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance a relationship and relevance to a global society.	Creatively integrates into instruction a variety of activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance a relationship and relevance to a global society.
f. Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student; and	Examines approaches to effectively evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student.	With support and in dialogue with supervising teacher/mentor, evaluates, adapts, and modifies instructional strategies, available technologies, and other educational resources to enhance the learning of each student.	Improve one's own instructional effectiveness, and independently evaluates, adapts, and modifies instructional strategies, technologies, and other educational resources to enhance the learning of each student.	Using assessment data, evaluates, adapts, and modifies instructional strategies, technologies, and other educational resources to enhance the learning of each student.	Uses action research and student assessment data to evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student.

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
g. Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.	Examines professional literature to determine the elements that identify teaching as an art by engaging students through appropriate and creative activities, and as a science by utilizing instructional techniques that are supported by current research.	In discussion with supervising teacher/mentor and teaching colleagues, explores teaching as an art by engaging students through appropriate and creative activities, and as a science by utilizing instructional techniques that are supported by current research.	Consistently approaches teaching as an art by engaging students through appropriate and creative activities, and as a science by utilizing instructional techniques that are supported by current research.	Collaborates with colleagues across disciplines for ways to articulate to parents/guardians and the community that teaching is both an art which engages students through appropriate and creative activities, and also a science which utilizes instructional techniques that are supported by current research.	Provides leadership in the district, state and/or national professional organizations in communicating evidence that supports teaching as an art by engaging students through appropriate and creative activities, and as a science by utilizing instructional techniques that are supported by current research.

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
a. Engage students in meaningful learning experiences while maximizing the use of instructional time;	Engages the attention of groups of students while implementing instruction. Uses prepared lessons to teach students and/or create a learning center that addresses the needs of diverse learners.	Schedules and makes instructional decisions that hold the attention of students, utilizing the resources provided by the school district or supervising teacher/mentor; Plans core lessons, using teachers' manuals and supervising teacher's/mentor's guidance.	Modifies the schedule and makes instructional decisions based on changing classroom dynamics. Plans core lessons and activities that operate at multiple levels to meet needs of diverse learners.	Flexibly schedules, plans, and implements instruction that engages students and effectively meets individual needs. Plans core lessons with supplementary activities. Creates long and short term plans that are linked to student needs and performance, and adapts them to ensure student progress and engagement.	Flexibly schedules and reframes instruction that creatively responds to the immediacy of students' lives. Plans core, supplementary, and intervention lessons. Responds to unanticipated sources of input, evaluates plans in terms of anticipated results, and systematically adjusts plans to meet student needs and engagement.

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
b. Structure the classroom environment to promote positive peer interactions and positive self-esteem, to ensure that each student is a valued participant in an inclusive learning community;	Assists in implementing peer's and mentor's planned lessons, setting up learning centers, and acquiring resources for planning elements of a lesson that ensures positive interactions among all students.	Creates a physical environment that is well organized. Structures teacher-directed learning in whole and small group settings to promote healthy social development and academic success. Works with small groups and individuals effectively, with some guidance.	Structures the classroom environment and learning activities to address the academic, social, and unique needs of diverse students within a safe, risk-free setting that features and values student work. Exhibits consistent commitment to inclusion and differentiation of learning activities, as well as grouping for instruction to promote positive peer interactions and self-esteem among all students in the classroom.	Consistently integrates student-centered learning activities and environments across the curriculum in ways that engage all students in relevant learning tasks that promote positive peer interactions and self-esteem, leading to an inclusive learning community. Generates plans with colleagues about how to promote and value participation of teachers, staff, and students in a total school learning community.	Creatively structures student-centered learning environments across the curriculum in which all students can participate in the design of the learning activities and environment, thus increasing positive peer interactions and self-esteem for each student leading to an inclusive learning community that values full participation of all. Provides leadership in school and district planning sessions for promoting inclusive learning communities.

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
c. Construct a learning environment and grading process where both teacher and students have high expectations and mutually understand what is expected of each other to foster optimal achievement of all students;	Examine the professional literature for examples of the outcomes of high teacher and student expectations across grade levels related to achievement. Develops a plan in a major content area that will promote a sense of individual and collective responsibility for fostering optimal achievement.	With peer and supervising teacher/mentor assistance, creates a physical environment and communicates expectations for behaviors that are conducive to student learning and achievement for all.	Organizes the learning environment to include an appropriate grading process and space for individual and cooperative learning activities that communicate high expectations and promote student achievement for all, by utilizing student interests and choices, question formation, and problem-solving activities that are meaningful.	Consistently creates a smoothly functioning learning community where expectations are clear and in which students assume responsibilities for themselves and one another, participating in decision making, working collaboratively and independently, and engaging in purposeful learning activities.	Provides leadership in school and district in designing environments that communicate high expectations with a focus on intellectual qualities, interests, and choices, question formation and problem-solving activities that are meaningful across grade levels.

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
d. Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe and orderly learning environment, (e.g., instructional procedures utilizing the concepts presented in the SBE's Positive Behavior Support policy, 2006) which is conducive to learning and takes into account diverse needs of individual students;	Examines theoretical perspectives on classroom management and how they are related to disciplinary techniques. Develops a classroom management plan that is appropriate to a content area and a personal/professional value system. Provides a justification for how the plan ensures a safe and orderly learning environment (e.g., instructional procedures utilizing the concepts presented in the State Board of Education's Positive Behavior Support policy, 2006) which is conducive to learning and takes into account diverse needs of individual students.	With peer and supervising teacher/mentor support, implements a classroom management plan that is consistently and clearly articulated to the students. When confronted with problematic situations, consults with a colleague or supervising teacher/mentor about potential interventions and supporting rationale.	Utilizing student and parent input, develops rubrics and explanations. Determines and explains the rules to students and parents, and enforces them in a consistent and fair manner to meet the diverse needs of individual students. Uses common sense problem solving to provide sufficient guidance, intervention, and discipline necessary to maintain student cooperation. Approaches parents and administrators for guidance and support when confronted with difficult situations.	Integrates expectations for student conduct and engagement into instructional designs, with students participating in the development of the rules and positive climate. Provides the degree of guidance, intervention, and discipline necessary to maintain individual student engagement; communicates with parents and peers effectively about critical elements of management plan. Uses natural and logical consequences to address difficult situations.	Creatively promotes a caring, encouraging, empathic environment where students monitor their own behavior, guided by rules which they helped to develop. Collaborates with colleagues, parents, and the community to insure that all students learn and perform successfully. Provides leadership in developing approaches to resolving conflicts, using reasoning and ethical standards.

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
e. Understand and uphold the legal and ethical responsibilities of teaching (e.g., federal and state laws and SBE policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease);	Examines the legal and ethical responsibilities of teaching (e.g., federal and state laws and State Board of Education policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease); Considers an example of a local school district's commitment to legal and ethical expectations and the process of enforcing them given the dynamics in the community for doing so (school board, union, parents, etc.).	In dialogue with peer and supervising teacher/mentor, considers how the district articulates the legal and ethical responsibilities of teaching (e.g., federal and state laws and State Board of Education policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease); and how they relate to the students involved in a specific student teaching/internship assignment. Implements responsibilities.	Consistently upholds the legal and ethical responsibilities of teaching (e.g., federal and state laws and State Board of Education policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease); and adjusts instructional plans to meet the diverse needs of students in each assigned class.	Integrates an understanding of legal and ethical responsibilities into teaching across the curriculum. Some areas of integration might be: equitable use of texts and technology to design accommodations for students; flexible accommodations with a range of abilities and preferences; intuitive use of management strategies; communicates necessary legal information to students, parents, and colleagues in a comprehensible manner; and carefully addresses transitions of students from one class or school to another.	Provides leadership in helping school district personnel develop professional responses to uphold the legal and ethical responsibilities of teaching (e.g., federal and state laws and State Board of Education policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease); and provides support for adjusting teaching behaviors to meet the diverse needs of students in each class and/or school.

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
f. Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning;	Examines the professional literature for research supporting a variety of teaching methodologies and techniques that are appropriate to major subject matter (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons). Explores examples of how a teacher can assess the effectiveness of various instructional approaches for the impact on student learning in the classroom.	With peer and supervising teacher/mentor support, uses direct instruction methods and new learning strategies to introduce new subject matter content. Uses shared and interactive methods to provide reinforcement, practice, and provides guided practice to assist with skill development. Uses technologies appropriately and judiciously. Develops the structure, questions and content for discussions. Selects the technologies and texts that will be used for instruction, and invites students' reactions to follow-up activities.	Organizes and implements instruction using a variety of before, during, and after learning strategies that are designed to guide students through the learning process; engages students in cooperative and technology-based learning; stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to student experience; provides opportunities for active engagement and testing of new ideas; and encourages students to assume responsibility for setting goals, making choices, and self-assessing.	Integrates and creatively designs a variety of methodologies in order to access students' thinking and experience as a basis for instructional activities. (e.g., encouraging discussion, listening, and responding in group interaction; eliciting samples of student thinking orally and in writing, assessing individual and group performance during discussions, small group and cooperative learning experiences, and providing feedback that leads to student achievement.)	Provides leadership in school/district which encourages colleagues across the curriculum to design instruction that engages students in project- and problem-based learning activities that connect to the real world, and provide opportunities to communicate with experts in authentic situations. Encourages colleagues to draw on their knowledge of how learning occurs from a developmental perspective; use research-supported grouping strategies based on student background knowledge and experience; develops questions, strategies, and structures for discussions that achieve equitable opportunities for all students.

4. EFFECTIVE LEARNING ENVIRONMENTS
Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
g. Establish a learning environment which invites/welcomes collaborative teaching practices; and	Examine potential professionals available in a school/district who may provide access to effective resources that promote student achievement and success. Explores possible communication strategies for consulting with other professionals.	Consults with peer and supervising teacher/mentor and others about the resources that they have found useful. Creates opportunities to speak with other professionals regarding the resources that are provided by the school system even if they are not immediately needed in the student teaching/internship classroom.	Consistently considers advice from school/district professionals, or experiences of colleagues through professional development opportunities, to evaluate and choose materials or other resources that maximize student achievement and success.	Regularly attends professional development conferences or courses to learn more about how diverse students learn and what materials and methods work best for diverse learners. Seeks out materials that meet practical and external criteria developed by school/district. Conducts action research on implementation of new material/technology.	Models and provides leadership to school/district personnel in examining material and technology resources with critical and cultural criteria in mind. Leads professional development activities and encourages colleagues to implement new material/technology, gather data, and evaluate based on results in the school, in order to add available resources in the district.
h. Differentiate between assessment and evaluation procedures and use appropriately.	Differentiates between assessment practices (vehicles for gathering data about student achievement or behavior) and evaluation tools (the process for making judgments of student performance). Examines the organizing frameworks for Continued	With peer and supervising teacher/mentor support, clarifies the school/district expectations for assessment, evaluation and grading, and adjusts practice to appropriately encourage, judge, and report student achievement. Continued	Consistently solicits and uses information about students' experiences, learning behavior, needs, and progress, using informal formative assessments, criterion and/or norm-referenced tests, work sample analysis, etc.; interprets results accurately. Continued	Integrates formative assessment strategies throughout units/lessons to involve students in self-assessment to become aware of their thinking, strengths, needs, and to encourage them to set goals. Conducts action research of own Continued	Provides leadership in the use of external standards, ethical indicators, and assessment data, to evaluate school/ district programs and practices. Uses multiple sources of data to evaluate programs. Assists colleagues in building a repertoire across the Continued

4. EFFECTIVE LEARNING ENVIRONMENTS

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
	formative (assess for learning) and summative (assess of learning) approaches to assessment, and the varied methods for conducting classroom assessments, including standardized testing. Examines the purposes and processes for evaluation and grading. Considers the age-appropriate elements to be evaluated and how they are reported to students, parents, district, and community.	Utilizes both teacher-made and formal assessments; uses rubrics to encourage student self-assessment and to promote the demonstration of learning of both content and skills.	Evaluates the effect of lesson implementation for whole and small group lessons by collecting information through observation, unit tests, and performance assessments. Meets in grade-level and curriculum teams to reflect on data from state-wide testing, under the guidance of a facilitator, to develop grade-level interventions.	practice through observation of classroom interactions, questioning strategies, and analysis of student work; consistently evaluates the effect of instructional activities on individuals/groups. Maintains useful records of student work/performance and communicates progress based on agreed-upon indicators to students, parents, district, and community. Continually monitors one's own practice in relation to student performance and feedback. Works on school-wide teams with a facilitator to reflect on data from external, state-wide, or national tests and to collaboratively develop innovations and interventions for school/district use.	curriculum of multiple formative assessment strategies to assess student learning, and to make instructional decisions. Conducts inquiry and research into practice and programs, using systematic methods. (e.g., evaluating data using end of the session questionnaires, anonymous surveys, course ratings, self-reports, etc.); analyzing data using appropriate tools, checking for bias, and report results in terms of agreed-upon indicators. Aims for school-wide improvement and innovation based on evidence.

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5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT

Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
a. Uphold the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation;	Examines the State of Michigan Professional Code of Ethics and formulates a transition plan for moving from role of student to that of professional educator. Demonstrates through artifacts progress on the self-created plan.	Reflects with peer and supervising teacher/mentor support on how the State of Michigan Professional Code of Ethics is addressed in one's own teaching behavior.	Consistently demonstrates the importance of professional and ethical behavior in all matters in the classroom, school, and community.	Discusses and reflects with colleagues and students on the importance of professional and ethical behavior in all matters in the classroom, school, and community.	Provides leadership to professional educators, support professionals, and other stakeholders at the local level to consider ways they uphold the State of Michigan Professional Code of Ethics.
b. Identify and use current research to reflect on and improve one's own practice related to content, technology, pedagogy, and other factors that impact student achievement;	Reviews current research to determine the current practices related to content, technology, pedagogy, and other factors that impact student achievement.	With support, identifies research-based practices related to content, technology, pedagogy, and other factors that impact student achievement and use them to design and implement instruction; reflects on results with peer and supervising teacher/mentor.	Regularly utilizes current research-based practices related to content, technology, pedagogy, and other factors that impact student achievement; reflects on results.	Consistently integrates, promotes, and models current research-based practices related to content, technology, pedagogy, and other factors that impact student achievement; reflects with colleagues on results.	Creatively integrates, promotes, and models current research-based practices related to content, technology, pedagogy, and other factors that impact student achievement; assist other professional educators as they reflect on their own results.

5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT

Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
c. Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth;	Examines and develops interpersonal and communication skills that promote positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students.	Seeks multiple opportunities to develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students; reflects with supervising teacher/mentor to improve interpersonal skills.	Actively seeks to develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students, and to advance one's own professional growth.	Consistently works to develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students; models positive interpersonal skills and mentors others.	Provides leadership to professional educators and support personnel to develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students, and to advance their professional growth.
d. Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;	Examines in detail the dimensions of teacher dispositions, decisions, and actions, and their effects upon others (e.g., families, other professionals, and all students, including those with disabilities) from both positive and negative perspectives.	Actively considers, with peer and supervising teacher/mentor support, the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other professionals, and all students, including those with disabilities) and adjusts interactions accordingly.	Consistently monitors the effects of own dispositions, decisions, and actions upon others (e.g., families, other professionals, and all students, including those with disabilities) and adjusts interactions accordingly.	Provides instruction that integrates an understanding of the effects of dispositions, decisions, and actions upon others and helps colleagues and students consider strategies for developing appropriate dispositions for positive relationships and effective behaviors.	Provides leadership to professional educators in considering the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other professionals, and all students, including those with disabilities) and helps coordinate discussions of effective strategies for adjusting interactions accordingly.

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5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT
Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
e. Embrace and model teaching as a lifelong learning process and continue efforts to develop professionally;	Considers dimensions in which teaching is a lifelong learning process; develops an individual professional development plan (IPDP)/timeline to guide efforts throughout preparation program.	Reflects with peer and supervising teacher/mentor on one's own IPDP/timeline as it promotes teaching as a lifelong learning process; sets goals for future professional development.	Actively embraces and models teaching as a lifelong learning process and adjusts IPDP to reflect current goals and objectives.	Consistently integrates and models teaching as a lifelong learning process and monitors progress along the projected professional plan, timeline, and alignment with School Improvement Plan.	Creatively integrates, promotes, and models teaching as a lifelong learning process and mentors others' efforts to develop an IPDP with specific goals aligned to School Improvement Plan.
f. Involve and work effectively with parents/guardians and implement school-wide parent involvement plans to maximize opportunities for student achievement and success;	Examines case studies that represent situations of working effectively with parents/ guardians to maximize opportunities for student achievement and success.	With supervising teacher/mentor support, communicates effectively with parents/guardians to maximize opportunities for student achievement and success.	Consistently involves, communicates, and works effectively with parents/ guardians to maximize opportunities for student achievement and success.	Consistently provides opportunities to include parents'/ guardians' support to maximize opportunities for student achievement and success.	Creatively designs opportunities to include and promote parent/ guardian involvement to maximize opportunities for student achievement and success.
g. Interact with parents/guardians using best practices for personal and technology-based communication to maximize student learning at school, home, and in the local community; and	Creates a personal and technology-based communication plan to maximize student learning at school, home, and in the community. Examines its potential effectiveness.	With supervising teacher/mentor support, interacts with parents using personal contacts and technology-based communication to maximize student learning at school, home, and in the local community.	Consistently interacts with parents using personal and technology-based communication to maximize student learning at school, home, and in the local community.	Works with colleagues and parents to integrate personal and technology-based communication across content areas to maximize student learning at school, home, and in the local community.	Provides leadership in using personal and technology-based communication across the content areas to involve parents to maximize student learning at school, home, and in the local community.

5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT

Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
h. Participate in the development of individualized plans for students with disabilities (Individual Education Plan (IEP)).	Examines case studies that represent diverse challenges in developing IEPs for students with disabilities. Considers alternatives to determine degree of effectiveness.	With supervising teacher/mentor support seeks opportunities to participate in the development of IEPs for students with disabilities.	Consistently participates in the development of IEPs for students with disabilities, adjusts classroom instruction, and monitors student progress.	Consistently participates in the development of IEPs for students with disabilities, offers suggestions for modifications, and is regarded by parents and colleagues as a fair and supportive resource.	Provides leadership in encouraging colleagues to fully participate in the development of IEPs for students with disabilities, makes adjustments to instruction based on IEP, monitors student progress, and is an advocate for appropriate resources.

6. RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY

Participation in professional, local, state, national, and global learning communities, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
a. Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society;	Collects examples of the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society.	Finds examples of the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society.	Promotes examples of the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society.	Provides instruction that integrates understanding of the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society.	Provides leadership that exemplifies the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society.

6. RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY
Participation in professional, local, state, national, and global learning communities, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
b. Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives;	Investigates the evolution of educational foundations and policy perspectives relative to the teacher's role in a changing society.	Explains the evolution of educational foundations and policy perspectives relative to the teacher's role in a changing society.	Discusses and debates with colleagues the evolution of educational foundations and policy perspectives relative to the teacher's role in a changing society.	Discusses and debates with colleagues and students the evolution of educational foundations and policy perspectives relative to the teacher's role in a changing society and the implications for teaching and learning.	Provides leadership at the local, state, or national levels in identifying, modeling, promoting, and impacting the teacher's role in a changing society, and the implications for teaching and learning.
c. Demonstrate an understanding of and participate in related organizations and activities in the communities in which the teacher works;	Identifies characteristics of different communities and organizations and how they might support or impact student learning.	Actively seeks information about community characteristics, organizations, and events; demonstrates community support.	Actively contributes to community events and organizations; encourages and supports student involvement.	Consistently contributes to community events, integrates community interests and activities into instruction, and provides opportunities for student involvement in community events.	Provides leadership for teacher involvement in community events and organizations; demonstrates creative ways to involve the community in educational projects.
d. Use community and home resources to enhance school programs and instruction;	Identifies community and home resources that might enhance school programs and instruction.	With supervising teacher/mentor support, uses some community and home resources to enhance school programs and instruction.	Consistently uses community and home resources to enhance specific school programs and instruction.	Consistently integrates community and home resources into instruction to enhance a variety of school programs and instruction.	Creatively integrates, promotes, and models the use of community and home resources to enhance a variety of school programs and instruction.

6. RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY
Participation in professional, local, state, national, and global learning communities, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
e. Design learning activities for students that involve volunteer groups, civic and social organizations, and relevant public service agencies; and	Finds examples of learning activities for students that would involve a volunteer group, civic organization, social organization, or relevant public service agency.	With supervising teacher/mentor support, designs and utilizes some learning activities for students that involve volunteer groups, civic and social organizations, or relevant public service agencies.	Designs and utilizes multiple learning activities for students that involve volunteer groups, civic and social organizations, and/or relevant public service agencies.	Integrates into instruction a variety of learning activities for students that involve volunteer groups, civic and social organizations, and/or relevant public service agencies.	Creatively integrates, promotes, and models instruction that involves contributions from volunteer groups, civic and social organizations, and/or relevant public service agencies.
f. Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation, to improve educational systems at all levels.	Identifies the impact that professional educators, support professionals, and other stakeholders have in improving educational systems.	With supervising teacher/mentor support, participates with site-based professional educators and support professionals in collaborative and cooperative planning, decision-making, and implementation to improve student learning in the classroom.	Participates with site-based professional educators and support professionals in collaborative and cooperative planning, decision-making, and implementation to improve student learning, by applying consistently to classroom practice.	Participates with district-based professional educators, support professionals, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels.	Provides leadership to professional educators, support professionals, and other stakeholders at the local, state, or national level in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels.

7. TECHNOLOGY OPERATIONS AND CONCEPTS

Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
a. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice;	Identifies equity, ethical, legal, social, physical, and psychological issues, including internet safety, surrounding the use of technology in K-12 schools.	With supervising teacher/mentor support, models legal and ethical practices for students. Demonstrates awareness of equity, ethical, legal, social, physical, and psychological, issues, including internet safety, relative to teaching in a classroom environment.	Plans activities and assignments that consistently address the equity, ethical, legal, social, physical, and psychological issues, including internet safety, surrounding the use of technology.	Creates opportunities in instruction to regularly educate students concerning their equitable, ethical, legal, social, physical, and psychological uses of technology.	Creates an environment where students are engaged beyond the classroom in discussions of equity, ethical, legal, social, physical, and psychological issues involving the use of technology.
b. Successfully complete and reflect upon collaborative online learning experiences;	Is familiar with online professional development opportunities.	With supervising teacher/mentor support, successfully completes and reflects upon collaborative online learning experiences for improving personal skills and knowledge.	Participates in specialized learning communities in content areas, uses and evaluates professional development resources within and outside the district, and regularly seeks online opportunities for improvement.	Initiates and collaborates regularly in specialized learning communities, including online learning experiences for professional development.	Uses reflective learning to assist and support others in locating quality online learning experiences. Leads the discussion of learning communities, including online experiences for professional development.

7. TECHNOLOGY OPERATIONS AND CONCEPTS

Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
c. Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment;	Identifies and evaluates existing online resources for teaching and learning.	With supervising teacher/mentor support, creates an effective classroom environment for using online resources.	Effectively creates and uses a variety of online resources to individualize instruction and enhance teaching and learning in the classroom.	Effectively fulfills curricular goals through the development and use of online learning experiences that result in increased student achievement.	Designs and implements multiple lessons and units in which online technology's unique capabilities are used to facilitate learning in ways which would not be possible without technology.
d. Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan's Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;	Plans and designs a technology-enhanced learning environment that incorporates the use of a Course Management System.	With supervising teacher/mentor input, evaluates technology-enhanced learning environments and experiences that incorporate state standards.	Implements and evaluates the technology-enhanced learning environment to help all students meet curriculum expectations.	Manages and supports an effective technology-enhanced learning environment.	Creates, designs, and implements an effective technology-enhanced learning environment utilizing emerging technologies.

7. TECHNOLOGY OPERATIONS AND CONCEPTS

Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;	In supervised setting, implements lesson plans that incorporate technology methods and strategies.	With supervising teacher/mentor support, evaluates and adapts technology-enhanced curriculum plans to differing levels of available technologies.	Implements and adapts technology-enhanced curriculum plans to differing learning needs.	Consistently integrates and adjusts technology-enhanced curriculum plans incorporating Universal Design for Learning principles.	Recognizes, evaluates, and incorporates emerging technologies to enhance teaching and learning for all students.
f. Apply technology to facilitate a variety of effective assessment and evaluation strategies; and	Identifies a variety of technologies used for effective assessment and evaluation.	With supervising teacher/mentor support and supervision, uses the enhanced capabilities of technology in assessing student learning and to encourage student self-assessment.	Uses assessment results to evaluate the effectiveness of instruction and to modify teaching strategies and plans accordingly.	Develops both formative and summative assessments using technology to assess student learning.	Consistently seeks and uses action research to evaluate new applications and tools that can be used in assessment of teaching and learning.
g. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.	Uses productivity tools, the internet, digital media, and electronic communications for their own learning.	Participates in an online professional learning community for support and communication.	Includes in own IPDP, the use of technologies and online learning experiences. Applies learning to improve practice.	Reflects on own practice continually modifying own IPDP for life-long learning.	Uses technology to inspire and encourage other teachers through membership and participation in professional organizations. Uses technology to mentor others, encouraging their life-long learning.

Glossary

Assistive Devices	Any device that is designed, made, or adapted to assist a person to perform a particular task. For example, canes, crutches, walkers, wheel chairs, hearing aids, glasses, microphones, are assistive devices.
Collaborative Teaching	Collaborative teaching involves the ongoing, active, and substantive participation of teaching professionals, working together toward the creation and delivery of integrated, aligned instruction.
ELSMT	Entry-Level Standards for Michigan Teachers
IEP	Individual Education Plan
IPDP	Individual Professional Development Plan
MCF	Michigan Curriculum Framework
Online learning	A structured learning activity that utilizes technology with intranet/internet-based tools and resources as the delivery method for instruction, research, assessment, and communication.
Positive Behavior Support	A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced (SBE, September 12, 2006).
PSCT	Professional Standards Commission for Teachers
PSMT	Professional Standards for Michigan Teachers
SBE	State Board of Education
Universal Education Vision and Principles	The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood (SBE, September 12, 2006).